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ABSTRACT

This theme issue focuses on the 50th anniversary of the founding of the United Nations. Articles deal with aspects of the United Nations and include suggestions for teaching about the United Nations and using various teaching materials. Articles in this issue include: (1) "Celebrating United Nations Day" (Ken Osborne); (2) "Educating for World Citizenship" (Douglas Roche); (3) "A United Nations Unit Outline" (Ken Osborne); (4) "Canadian Reference Guide to the United Nations: A Study Guide" (Lloyd Nelson; Tony Rice); and (5) "The United Nations Charter: Notes and Comments" (Ken Osborne). (EH)

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THE MANITOBA SOCIAL SCIENCE TEACHER

MSSTA

United Nations Day October 24

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Theme Issue: Teaching about the United Nations

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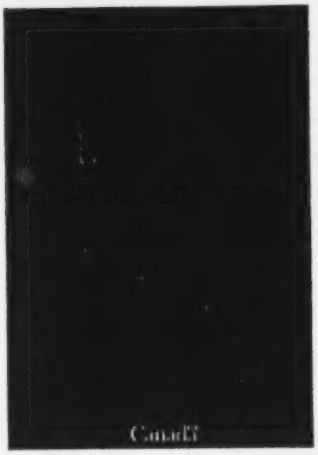

Divided into four sections, the guide covers:

- Personal reflections of former UN Ambassador William Barton
- General information on the organs of the United Nations
- A historical look at events surrounding the San Francisco Conference
- A series of articles on Canadian involvement and interests through the UN in human rights, the environment, peacekeeping, disarmament, trade, and international law
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- un aperçu historique des événements entourant la Conférence de San Francisco
- une série d'articles sur la participation du Canada à l'ONU et sur les intérêts qu'il y défend (droits de la personne, environnement, maintien de la paix, désarmement, commerce et droit international)
- une présentation détaillée du Conseil économique et social de l'ONU ainsi que des programmes et des institutions spécialisés
- de courts articles commémorant les anniversaires de l'Organisation de l'aviation civile internationale et de l'Organisation internationale du travail

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Celebrating United Nations Day

Ken Osborne

October 24 every year, is United Nations Day. It marks the date in 1945 when the five great powers of World War II (the United States, the Soviet Union, China, Britain and France) and a majority of the countries that attended the 1945 San Francisco Conference that approved the Charter of the United Nations, officially ratified it. The Charter was to come into force, and the United Nations would therefore begin its official existence, when a majority of the fifty countries that attended the San Francisco Conference ratified the Charter, provided that the "Big Five" also approved. This majority was reached on October 24. Today the membership of the United Nations stands at 185, ranging from Afghanistan to Zimbabwe. Only Switzerland, the Vatican and Taiwan remain outside the UN.

The UN began in 1945, making this year, 1995, its fiftieth anniversary. Thus, United Nations Day 1995 is something special. The Council of Ministers of Education Canada has sanctioned its celebration and it is to be hoped that teachers across the province make something of it.

The media these days tend to dwell on the problems and weaknesses of the United Nations. Its financial difficulties, its embarrassments in Somalia and Bosnia, its apparent inability to save the world from poverty and war, feature regularly in the litany of complaint. In one sense the criticisms are accurate enough. The UN is close to being broke. It did fail in Somalia and is struggling against the odds in Bosnia. War and poverty are still the fate of too many of the world's people. In another sense, however, the criticisms are misleading. They accentuate the negative and ignore the positive.

News, after all, with the exception perhaps of sports, tends to be bad news. When things go smoothly, and nothing unexpected happens, there is no "news", except of the "No-one was killed today" variety. Hence, of course, the saying: "no news is good news."

The UN has more than its share of good news, but most of it, since it is uneventful, goes unreported. In our version of news, there is nothing particularly newsworthy in the fact that a remote village now has a well and clean water, or that a school has a trained teacher for the first time, or that a tree belt has been planted to prevent soil erosion, or that no one was killed on some contested border. As we define news, these are non-events, unworthy to take space that can otherwise be devoted to celebrity trials, to exposure (in more senses than one) stories, to scandal and tragedy. Nonetheless, they happen every day all around the world, largely due to the United Nations and the people who work for it.

In this context it is worth reminding ourselves how slender the resources of the UN are. Its full time administrative staff in New York and other major centres runs just over 9,000 people — less than the public service of Winnipeg. Its annual budget is no more than that of the police and fire service of New York City. Its peacekeeping budget is about one-seventieth of the Pentagon's annual bill. Despite all the talk of extravagance and waste, the UN runs on less than a shoestring.

Despite this, the United Nations daily performs small miracles around the world.

Our children, however, do not realize any of this. In Canada we are fortunate enough not to need the direct services of the UN. For the most part, our water is safe, education is available, human rights are respected, our lives are peaceful. As a result, we don't see blue-helmets patrolling our streets, or UN emergency teams erecting refugee shelters and food distribution centres. Other countries are not so lucky. They need the UN's services desperately.

In a different way, however, we do need the UN, despite our good fortune. Sooner or later, the glaring inequality that exists between rich and poor countries will surely spill over into global confrontation in ways that will affect the rich countries as only the poor have been affected up till now. Global peace and security, as the founders of the UN realized in 1945, are intimately connected with questions of social justice, development and equity.

More fundamentally, we are all members of the same human race sharing the same planet. We do have a common future, and a common present for that matter. The sooner we think of the world as one unit, the better off we will be. It is now more than obvious that many of the problems the world faces, and that we face ourselves, cannot be solved by any one government acting alone. The accident of time made it possible for us to deforest much of Canada without having

to worry very much about the consequences (though the results might come back to haunt us yet), but the same cannot be said of Brazil or Indonesia. The unfairness of this needs no comment, but it is equally unfair to expect countries such as Brazil or Indonesia to sacrifice their future for the sake of the rest of the world. We are facing global problems, which will demand shared sacrifice if we are to have the necessary global solutions.

If we are to take a global view of the world, to see it as a unity, then we have to take the United Nations seriously. Those who point to the UN's weaknesses and failings always overlook one thing: for all intents and purposes the UN has no independent power. It has no independent existence outside of the countries that belong to it. It is not a world government. It is an association of national governments, who overwhelmingly act not for the good of the United Nations, but for the advancement of their own national interests. Back in the 1920's internationalists such as H.G.Wells and John Dewey condemned the League of Nations because it was not a league of peoples but only a league of governments, and thus part of the very problem it was supposed to solve. Much the same is true of the UN. It can do only what its member states allow or authorize it to do. It cannot even compel them to pay their membership dues if they choose not to, as many of them do. The UN is in the position of a government whose taxpayers can choose whether or not they want to pay taxes. In the circumstances, the wonder is not that the UN has had its failures, but that it achieved what it has. Who knows what the last fifty years might have been like for many of the world's people if there had been no UN. It's conceivable that by now we might have destroyed ourselves and the world that supports us, for though the UN played no direct role in the world's most threatening crises, it did have some impact on the general conduct and tone of international relations.

The UN is as strong only as member governments allow it to be. Since these governments are influenced, to a greater or lesser degree, by their domestic public opinion, the UN therefore depends, at least in part, on the interest and support of world opinion, which is where teachers come in.

One of our key goals as history, geography and social studies teachers is, to use the words of the Winnipeg School Board in the 1890's, to lay the foundations for intelligent participation in public affairs. As the Minister of Education put it in 1916, when introducing the compulsory school attendance law, boys and girls are "citizens of the future" and must be "qualified to discharge the duties of citizenship".

These days, citizenship has a global dimension. Terms such as "global village" and "spaceship earth" have become clichés, but like most clichés, they are rooted in reality. We are, whether we like it or not, citizens of the world. The very word "globalization" has become part of our everyday language. The reality it represents is affecting our jobs, our savings, our standard of living, our values. To paraphrase Trotsky on war, we might not be interested in the world but the world is certainly interested in us. More positively, beyond this self-defensive reaction, we are all members of the same race. Now more than ever, Donne's words ring true: "No man is an island...."

Thus, we need to teach our students about the United Nations. More basically, we need to give them not only information about the UN and an awareness of what it does, we need to create a UN spirit, a state of mind that looks for ways to make the UN more effective and influential than it is now able to be.

This is what makes this fiftieth anniversary of the UN especially important. No matter what courses we teach, or what grades, we ought to take time this October to introduce our students to the UN and its work. This should be more than a one-shot occasion, however. We need to use October 24 not only to celebrate the anniversary of the UN, but also to provide a foundation for a continuing commitment to teach about the UN throughout the year and throughout the years to come. The UN should become part of our regular teaching, not just something that is trotted out on selected special occasions.

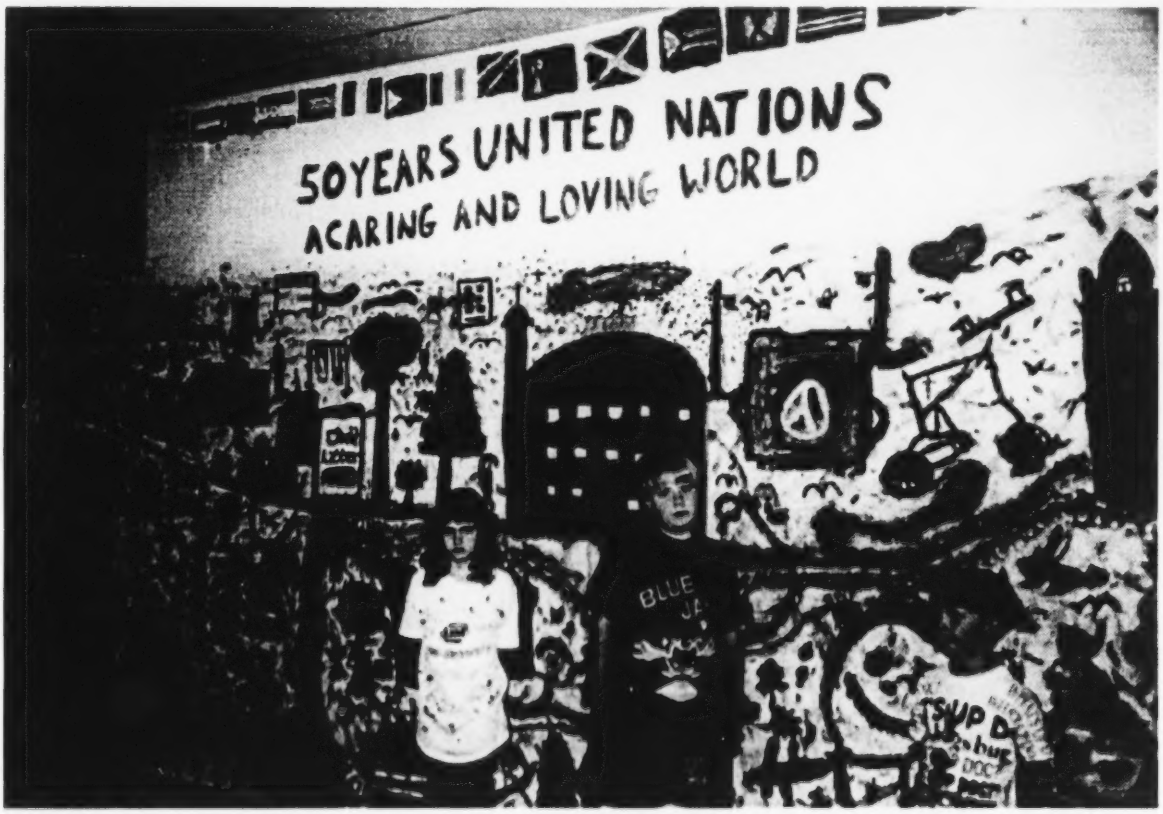
What then can be done? Some obvious possibilities, ranging from the less to the more ambitious, include:

- Using a class period (or periods) to teach about the UN, using lectures, readings, discussions, or whatever is most useful.
- Bringing in a guest speaker to talk to students: perhaps a peacekeeper (contact the armed forces or the RCMP); an aid worker; a university expert; a UN Association speaker, etc.
- Assigning students projects on aspects of the UN's work.
- Organizing a whole unit of study on the UN (see pages 10-16 of this journal)
- Organizing a debate on one or more topics (e.g. The UN has been more of a success than a failure — or — The UN should become a true world government — or — The world does not need the UN, etc.)
- Designing a simulation game (say on the model of CAUCUS) on a UN theme.
- Organizing an essay (or poem, song, artwork, etc.) contest on a UN topic.
- Producing a school mural illustrating the UN.
- Getting students to produce a UN newspaper.
- Organizing a model UN Assembly in class.
- Letter writing to Canadian personnel serving with the UN.
- Involving more than one class in one of the activities listed above.
- Maintaining an ongoing UN activity in the classroom; e.g. press clippings, bulletin board displays, UN discussion periods, etc.
- Organizing a UN celebration for the whole school for a

day or a half-day, involving music, speakers, films, panel discussions, etc.

- Raising money and supplies for a UN project elsewhere in the world.
- Forming and operating a UN club.
- Organizing a trip to New York (after all, schools go to China these days) to visit UN headquarters.
- Promoting community interest in the UN, e.g. through surveys, interview projects, letters to the editor, presentations to service clubs, contacting politicians, etc.

These are only some of the possibilities. There is no lack of ideas for things to do. Whatever is done, however, the key thing is to form a commitment to teach students about the UN and its work, so that they can play their part in shaping the public opinion that in the long run will give the UN the authority we need it to have.



This UN mural was designed by students at Lord Wolseley School in River East School Division. Photo courtesy of Ms Karen Botting.

Educating for world citizenship

Douglas Roche

It can probably never be said that we know enough about the mysteries of creation. But we know enough today about how to sustain the delicate balances that make the continuation of life on Earth possible. And, even more pointedly, we know enough about what jeopardizes the future and about what will lead to certain peril. Our thinking must transcend the North-South rift in humanity, for the threats to human security are no longer just personal or national; they are now global.

The next generation will need more knowledge and understanding of the world than their elders now possess or, certainly, did possess. Such an understanding involves much more than developing a few specialists. There must be millions of contacts among individuals that will help to create an awareness that other people have shared interests.

Educators in both the South and the North have begun to recognize the need for a more global perspective in education. But just as the scale of global problems sometimes seems to be outdistancing the solutions being applied, one cannot be sure that education is yet producing enough people in every society with the knowledge and motivation to protect the whole.

"Development education", an increasingly popular term, expresses the need for the economic and social development of peoples, particularly in the South, although the term "global education" better expresses the holistic nature of the comprehension required, which goes beyond the concept of development to include the problems of militarism and environmental destruction, all of which affect sustainable development. In the North, the source of the power systems that so imbalance the world, the old linear approach of "us" and "them" must give way to a new multidimensional approach of "commonality". This expresses in human terms the physical interdependencies now so apparent.

Inevitably, from whatever education avenue one approaches the problems of peace and security, the central, indivisible zone of humanity itself is reached. Common security turns out to be a profoundly ethical subject. It has to do with how we are going to treat one another on a planet that faces total destruction. The road map to survival is now clear: political, ideological, and economic domination of one group by another must give way to a new range of cultural and societal values to protect the common good of people who stand on "common ground".

Common security is not intended to homogenize the peoples of the world. The goal is to make the world safe for its differences in values, histories, cultures, religions, and economic and political institutions.

One would certainly hesitate to say that the two streams — humane values and political realities — have fully converged, but it is clear that the ethical implications of nuclear deterrence, intervention in other states, international distributive justice, and human rights have entered public discussion.

After spelling out a strategy to mobilize the world for environmental security and clean technology, *The First Global Revolution*, the latest in the planetary reports of the Club of Rome, says the elimination of poverty throughout the world demands an "ethical imperative."

*The ethical approach has not thus far been a matter of major concern, to say the least, for the decision-makers in politics and business...More and more it will be necessary to develop the recognizable ethical norms that society demands and with which industry can live, albeit uncomfortably...An ethical conception of international relations, which the world badly needs, cannot evolve unless it is also the inspiration on the national level and finally on the individual level as well.*1

For a long time, theologians and spiritual leaders have said that we must love our neighbour. But in the set of circumstances that we live in today, this is also a pragmatic admonition. We must do these things if the world is to survive nuclear annihilation, the rich-poor gap, environmental degradation, and overpopulation.

To a spirit of idealism and human integrity is now added a deep pragmatism. Together these two — the spirit of an integral humanism and a practical, pragmatic approach to the world — make a powerful force for change. This is the first time that we have had the knowledge, the understanding, the resources, the transportation, the communications, and the advances in science that enable the world to experience creative development.

The world is witnessing the formation, the advancement, and the promotion of a new global ethic based on our knowledge of history, on understanding the evolving unity

Douglas Roche is a former Canadian Ambassador for Disarmament and a former Member of Parliament.

of the planet, and on a vision of social justice and true human security.

This two-pronged approach to ethics has been brought together by the prominent theologian and ecumenist Hans Kung. While religion must continually advance ethical concepts (and preferably from an ecumenical base much more solid than at present), moral and ethical responsibility can no longer be foisted upon religion , says Kung.

*[E]thical action should not be just a private addition to marketing plans, sales strategies, ecological bookkeeping and social balance sheets, but should form the natural framework for human social action.*2

The moral principle of conduct that is universally valid and applicable to both individuals and nations is reciprocity. As Confucius taught, "What you do not want done to yourself, do not do to others." The rule of reciprocity is defined by the followers of Christ as the Golden Rule. On the eve of the 21st century, governments should take as a starting point in the formulation of their policies the impact of those policies on other states. As the nuclear deterrence doctrine so pointedly illustrates, one nation's *security* can be another's *insecurity*. Mountains of UN global strategies can be categorized by the simple dictum: states should treat others as they wish to be treated in return.

The principle of reciprocity is at the root of common security, which must be seen no longer in the pejorative view of idealism but as a new form of planetary management. The old orthodox view of politics as a self-help enterprise must give way to the new common recognition of humankind's shared fate. The new global ethic is "enlightened realism."

This same conclusion has been reached by the Union of Concerned Scientists, which concluded its "Warning to Humanity" with an appeal that scientists, businesses, and religious leaders work together.

*A new ethic is required — a new attitude towards discharging our responsibility for caring for ourselves and for the earth. We must recognize the earth's limited capacity to provide for us. We must recognize its fragility. We must no longer allow it to be ravaged. This ethic must motivate a great movement, convincing reluctant leaders and reluctant governments and reluctant people themselves to effect the needed changes.*3

Global education is a perspective, not a subject. Moreover, it is not the exclusive province of the academic world but also the responsibility of non-governmental organizations able to use communications strategies to inform and form the attitudes of growing millions of adults today.

Because global education is future-oriented, we must, of course, expect it to underlie, shape, and harmonize the teaching and learning processes in schools. Through those processes, students develop the values, knowledge, skills, and attitudes to participate in a world characterized by many interdependencies. The global education approach enables students to examine critically the major issues affecting humankind and to participate actively in the society around them. Most importantly, education for world citizenship and global responsibility seeks to foster in students certain attitudes:

- Curiosity, both intellectual and cultural;
- Appreciation of diversity, receptivity to new perspectives, and sense of commonality of human-kind's needs, rights, aspirations, and talents;
- Concern for justice, commitment to equality, defense of rights — their own and others';
- Tolerance of uncertainty, conflict and change, ambiguity and "no easy answers" situations;
- Capacity for creativity, risk taking, thinking in images and symbols, and making or appreciating paradigm shifts;
- World awareness, holistic thinking, respect for life-forms and their place in the web of life.

When global education addresses the ramifications of sustainable development, the attitudinal change required in the North becomes all the more apparent. For global educators are competing against not only a vast flow of information that flows daily into schools and homes but also the interests of some of the most powerful institutions in society. Education for sustainable development presents students — and their parents — with a concept that seems to conflict with present economic interests. It is bound to challenge certain government policies, corporate practices, and consumer habits.

It also runs up against the scepticism and *ennui* of our time. Yet there is no denying the value of common survival. The unleashing of the energy in global education is reflected in the "World Social Charter" suggested by the United Nations Development Program:

We collectively pledge to build new foundations of human security, which ensure the security of people through development, not arms; through cooperation, not confrontation; through peace, not war.

Today's students must be enabled to see that human security is not impossible but very much within reach. They must be given hope — realistic hope — that they can participate in the construction of a living, dynamic global system in which international law respects, and is in harmony with, the natural laws and systems of Earth.

1 Alexander King and Bertrand Schneider, *The First Global Revolution* (New York: Pantheon Books, 1991), pp. 257-58.

2 Hans Kung, *Global Responsibility: In Search of a New World Ethic* (New York: Crossroad, 1991), p.33. See also "A Global Ethic", a statement of the 1993 Parliament of the World's Religions, August 28-September 5, 1993, Chicago.

3 Union of Concerned Scientists, "World Scientists' Warning to Humanity", October, 1992, p.4.

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A United Nations unit outline

Ken Osborne

This outline is simply an outline of content. It is in effect a checklist of topics that should be considered when planning a unit on the United Nations. It says nothing about teaching strategies, evaluation and the rest. It is offered here for the benefit of anyone who wishes to teach about the UN but is not sure of the relevant subject matter. There is no space to describe this subject matter beyond the providing of headings, but they can be followed up in the references that follow the outline. In my experience, the chief difficulty people face when contemplating teaching about the UN is unfamiliarity with the subject. This outline represents an attempt to overcome this problem. This is obviously a fairly detailed outline. Equally obvious, teachers should feel free to shorten it and to adapt it to their particular circumstances.

I Origins and Background

A. The League of Nations 1919-1946
- The concept of collective security
- Basic organization of the League of Nations
- Weaknesses of the League: USA not a member. Refusal of national governments to surrender sovereignty. No power to enforce decisions. Japan, Italy & Germany defy the League in the 1930's (Manchuria; Ethiopia; Rhineland).
- League powerless to prevent World War II.

B. World War II Decisions
- The Moscow Declaration 1943
- The Dumbarton Oaks Meetings 1944

C. The San Francisco Conference 1945
- Drawing up the Charter
- Ratification of the Charter, October 24, 1945

II Organization and Functioning of the UN

A. The Charter of the UN
- Goals of the UN
- Role of the Charter (= the constitution of the UN)

B. The Security Council
- Membership
- Great power veto
- Decision-making powers

C. The General Assembly
- Membership
- Powers

D. The Secretary-General and the UN Secretariat
- Power and role of Secretary-General
- Permanent staff of the UN

E. The Economic and Social Council (ECOSOC)
- Membership
- Powers

F. The Trusteeship Council
- Membership
- Powers

G. The International Court of Justice
- Powers
- Limitations

H. Agencies of the UN

Note: in each case note the location of the organization; the work it does; and any issues.
- UN Educational, Scientific & Cultural Organization (UNESCO)
- UN International Children's Emergency Fund (UNICEF)
- International Labour Organization (ILO)
- Food and Agriculture Organization (FAO)
- World Health Organization (WHO)
- International Civil Aviation Organization (ICAO)
- International Atomic Energy Agency (IAEA)
- World Meteorological Organization (WMO)
- International Monetary Fund (IMF)
- International Bank for Reconstruction & Development (World Bank)
- General Agreement on Tariffs & Trade (GATT)
- World Trade Organization (WTO)
- Universal Postal Union (UPO)
- International Telecommunications Union (ITU)
- International Maritime Organization (IMO)
- World Intellectual Property Organization (WIPO)
- Others

III The UN and International Peace and Security

A. Provisions of the Charter
- Peaceful settlement of disputes
- Renunciation of war
- UN powers against aggressors
- UN and military forces

B. Wars fought by the UN
- Korea 1950-53
- The Gulf War 1990

C. Peacekeeping Operations

Note: there is obviously a lot of detail here. Deal only with the where, the why and the what of each mission.
- Truce supervision Middle East (UNTSO), 1948 to present
- Observer group India/Pakistan 1949 to present
- UN Emergency Force Egypt/Israel 1956-67
- Lebanon 1957
- Congo 1960-64
- West New Guinea (West Irian) 1962-3
- Yemen 1963-4
- Cyprus 1964 to present
- India/Pakistan 1965-6
- Dominican Republic 1965-6
- UN Emergency Force Suez and Sinai 1973-9
- Golan Heights 1974 to present
- Lebanon 1978
- Afghanistan/Pakistan 1988-90
- Iran/Iraq 1988-91
- Namibia 1989-90
- Angola 1989-91 & 1991 to present
- Central America 1989-92
- Iraq/Kuwait 1991 to present
- El Salvador 1991
- Cambodia 1992-3
- Yugoslavia (Croatia, Bosnia, Macedonia) 1992 to present
- Somalia 1992-4
- Mozambique 1992
- Rwanda 1993 to present
- Georgia 1993
- Haiti 1993 to present
- Liberia 1993 to present

C. Varieties of Peacekeeping Work
- Maintaining cease-fire agreements
- Patrolling borders
- Observation and reporting
- Conflict mediation
- Protection of human life
- Humanitarian aid
- Election supervision

D. The Rules of Peacekeeping
- Neutrality between opposing groups
- No offensive military action: self-defence only
- Restrictions on action
- Strict observance of the terms of the peacekeeping mandate
- The difference between peacekeeping and peace-making.

E. UN Sanctions
- Trade sanctions against Rhodesia 1966
- Economic sanctions against South Africa
- Economic sanctions against Iraq 1990 to present
- Air travel sanctions against Libya
- Arguments pro and con sanctions

F. UN Involvement in Ending Wars
- Soviet withdrawal from Afghanistan 1988
- Ending Iran-Iraq war 1988

G. Issues
- Should the UN have its own military forces?
- Boutros Boutros-Ghali "Agenda for Peace" proposals 1992
- Should peacekeeping be replaced by peace-making

IV Disarmament and Arms Control

A. UN attempts in 1950's and 60's to control arms race

B. Arms Limitation Treaties
- Antarctica a nuclear-free zone 1959
- Partial Test Ban Treaty 1963
- Banning of weapons in outer space 1967
- Latin America a nuclear free zone (Treaty of Tlatelolco)
- Nuclear non-proliferation agreement 1968
- Seabed Treaty 1972
- Banning of bacteriological weapons 1975

V Economic and Social Development

A. Economic & Social Goals of the UN
- The UN Charter & social and economic goals
- The Economic and Social Council (ECOSOC)
- Work of other agencies: WHO; FAO; UNICEF; etc.

B. The Role of the IMF and the World Bank
- IMF & World Bank Priorities
- Nature of economic/social development 1945/1980's (infrastructure; mega-projects; capital intensive; etc.)

C. UN Role in Decolonization 1950's and 1960's

D. Issues of Trade and Development
- UNCTAD: UN Conference on Trade & Development 1964
- Search for New International Economic Order
- Growing gap between developed and developing worlds

E. The Brandt Commission Report (North-South) 1980

F. The Brundtland Report (Our Common Future) 1987

G. Recent UN Conferences
- 1992 Rio Conference on Environment and Development
- 1994 Cairo Summit on Population
- 1995 Copenhagen Summit on Social Development

H. New Concepts of Development
- The move away from mega-projects
- The concept of human development
- The philosophy of "small is beautiful"
- The role of women

I. Examples of UN Development Work
- Refugees
- Health (malaria, smallpox, vaccinations, clean water, etc.)
- Agriculture (soil conservation; farming methods; etc.)
- Education (literacy; teacher training; school building; etc.)
- Alternative technology
- Control of population growth
- Community development
- Famine and other disaster relief.
- Etc.

VI Human Rights

A. The Charter and Human Rights
B. The Universal Declaration of Human Rights 1948
C. UN Human Rights Conventions
- 1969 Convention on Elimination of Racial Discrimination
- 1976 Covenant on Civil & Political Rights
- 1976 Covenant on Economic, Social & Cultural Rights
- 1981 Convention on Elimination of Discrimination against Women
- 1990 Convention on Rights of Children

D. The Vienna Summit on Human Rights 1993
E. Establishment of UN High Commission on Human Rights 1993
F. The UN and Women's Rights

VII The Environment

A. 1972 Stockholm Conference on the Human Environment
B. The UN Environment Programme 1972
C. World Climate Conferences 1979, 1990, 1995
D. World Conservation Strategy 1980
E. Law of the Sea Conference 1982
F. Convention on Protection of the Ozone Layer 1985
G. Brundtland Commission (Our Common Future) 1987 & the concept of sustainable development
H. Global Environment Facility 1990
I. Rio Conference on Environment and Development 1992
- The connection between environment & development
- The acceptance of sustainable development
- Agenda 21
- Commission on Sustainable Development 1993

VIII. Education and Culture

- The role of UNESCO
- UN declarations on education
- The world heritage programme 1972 to present
- International scientific exchanges and research
- Cultural exchanges
- The issue of a new world information order 1970's
- British & US withdrawal from UNESCO in 1980's

IX Conclusions and Questions

A. How effective is the UN?
B. Should the UN be made stronger?
C. Do we need a real world government?
D. What are the strengths and weaknesses of the UN?
E. What reforms are now being suggested for the UN?

Resources

The following resources are the most useful for providing the information needed to put flesh on the bones of this outline:

D. Altschiller (ed.)*The United Nations' Role in World Affairs*. New York: H.W. Wilson, 1993.

P.R. Baeht & L. Gordonket *The United Nations in the 1990's*. New York: St. Martin's Press, 1992.

Canadian Reference Guide to the United Nations. Ottawa: Department of Foreign Affairs & International Trade, 1994.

Commission on Global Governance, *Our Global Neighbourhood*. Oxford: Oxford University Press, 1995.

E. Fawcett & H. Newcombe (eds.), *United Nations Reform: Looking Ahead after Fifty Years*. Toronto: Science for Peace/Dundurn Press, 1995.

F. Gaffen, *In the Eye of the Storm: A History of Canadian Peacekeeping*. Toronto: Deneau & Wayne, 1987.

Green Teacher, #43, June-September, 1995.

S. Lerner, *Beyond the Earth Summit: Conversations with Advocates of Sustainable Development*. Bolinas CA: Commonwealth, 1992.

Manitoba Social Science Teacher, 21(4), April 1995.

D. Morton, *The United Nations: Its History and the Canadians Who Shaped It*. Toronto: Kids Can Press, 1995 (for Grades 5-10)

The New Internationalist, #262, December 1994.

S. Ramphal, *Our Country, the Planet: Forging a Partnership for Survival*. Washington, DC: Island Press, 1992.

R.E. Riggs & J.C. Piano, *The United Nations*. Belmont CA: Wadsworth, 1994.

C. Sanger (ed), *Canadians and the United Nations*. Ottawa: Dept. of Supply & Services, 1988.

United Nations Dept. of Public Information, *Basic Facts about the United Nations*. New York: UN Department of Public Information, many editions.

B Urquhart, *A Life in Peace and War*. New York: Harper & Row, 1987.

T.G. Weiss, D.P. Forsythe & R.A Coate, *The United Nations and Changing World Politics*. Boulder: Westview Press, 1994.

Note: Two recent Canadian participant accounts of UN peacekeeping are L. MacKenzie, Peacekeeping: The Road to Sarajevo *(Harper Collins 1994): and C. Savard,* Journal Intime d'un Béret Bleu Canadien en ex-Yougoslavie (Québec, Les Éditions Quebecor, 1994).

Canadian reference guide to the United Nations: A study guide

Lloyd Nelson and Tony Rice

Note: Questions requiring the use of sources other than the *Canadian Reference Guide to the United Nations* are identified by the use of the word "**Research**". Some useful references and sources are suggested at the end of this Study Guide (pp. 13-16). For a few **Research** questions, suggested references are indicated by their number in Part 12, e.g. *The Canadian Global Almanac 1995* is shown as R4.

Message from the Minister of Foreign Affairs

1. Who is our Minister of Foreign Affairs? (p.1)
2. Why was this *Reference Guide* produced and what is its goal? (p.1)
3. **Research**: Use other references, such as F4, to find the name of Canada's current Ambassador to the United Nations.

Section One: An Introduction to the United Nations

I Memories of Days Past

1. a) When was the United Nations established? (p.5)
   b) What do you think were the main reasons for its establishment at that time? (Read the Preamble to the Charter of the UN on page 20 to help you answer this question.)
   c) What are its three purposes and six guiding principles? (p.5)
2. a) Where is the main headquarters of the UN? (p.3)
   b) **Research**: Why is it located there?
3. a) Who was Lester B. Pearson? (p.4)
   b) Why was he awarded the Nobel Prize? (p.4)
4. Read the questions by Hume Wrong (p.4). Use your own words to explain the point he was trying to make.

II UN Bodies

1. a) What is the General Assembly? (p.5)
   b) What powers does it have and how does it operate? (p.5)
2. a) What is the Security Council? (p.5)
   b) How many members does it have? (p.5)
   c) Which five are permanent? (p.5)
   d) How are the others selected? (p.5)
   e) What powers does it have? (p.6)
   f) What is the "power of veto"? (p.6)
   g) How many times has Canada served on the Security Council? (p.6)
   h) **Research**: Why have the five countries named been given permanent seats?
   i) **Research**: Should other currently powerful and/or wealthy countries, such as Japan, Germany or India, now be given permanent seats? What are some of the reasons for and against such a change to the Security Council?
3. a) What is the only part of the world that is now of concern to the Trusteeship Council? (p.6)
   b) What do you think should happen to this part of the world?
4. a) Where does the International Court of Justice sit? (p.6)
   b) What are its functions? (p.6)
   c) **Research**: Use other Reference books to find an example of a case brought before this court. How was this case handled or resolved?
5. a) What is the Secretariat? (p.6)
   b) What are some of its functions? (pp. 6-7)
6. What is the role of the Economic and Social Council? (p.7)
7. a) How is the Secretary General selected? (pp. 5-6)
   b) Who is the current one? (p.7)
8. Do you agree with Stephen Lewis when he said that "If the UN didn't exist we'd have to invent it." (p.7) Give

Lloyd Nelson and Tony Rice teach at Frontier Collegiate in Cranberry Portage and they developed this guide for use in their Grades 11 and 12 classes. *Teachers who wish to use it should obtain a copy of the* ***Canadian Reference Guide to the United Nations****. This is easily obtained and should be in all schools. Free copies (class sets) can be obtained from the Department of Foreign Affairs in Ottawa. See the advertisement on the inside front cover of this issue of the Journal.*

reasons for your answer (Note: U Thant's quote on the same page may be helpful).

9. Study the chart on page 8 and start becoming familiar with the following UN acronyms: UNCTAD, UNDCP, UNDP, UNEP, UNFPA, UNHCR, UNICEF, FAO, UNESCO, WHO, IBRD, IMF, GATT, UNDOF, UNPROFOR, UNMIH.
10. a) Look at the list of member states of the UN given on page 34. Write down the names of those which have joined since 1990.
    b) **Research**: Which ones were former members of the Union of the Soviet Socialist Republics (USSR)?
    c) **Research**: Which two former members of the USSR have had UN membership since 1945? Try and find the reasons for this.

Section Two: Current Issues

III Environment

1. What three factors have helped people around the world to realize that environmental issues are global? (p.11)
2. What is the significance of the Stockholm Conference in 1972? (p.11)
3. How did the Brundtland Commission of 1987 define "sustainable development" and "sustainable prosperity"? (p.11)
4. a) What does the acronym UNCED stand for? (p.12)
    b) Summarize in your own words the views expressed by Boutros Boutros-Ghali at Rio de Janeiro in 1992. (p.12)
5. a) How many countries were represented at the Rio Earth Summit? (p.12)
    b) **Research**: What are NGO's? Name at least 5 examples. (see R11 & R32)
    c) What two major international conventions were signed? (p.12)
6. Make a note of Principles 1 and 25 of the Rio Declaration on Environment and Development. (p.13)
7. What is the CSD? Why was it created? (p.13)
8. Who is Maurice Strong and what role has he played in the environmental movement since 1972? (pp.11-12)
9. Explain what two issues Canada has focused on as a result of the UN environmental conferences. (pp.12-13)
10. **Research**:
    a) Use other references and discover to what extent Canada has kept its commitments made at the Rio Summit.
    b) Why has Canada failed to meet its targets?
    c) What decisions were made at the Berlin Conference held in April 1995?
11. a) What per cent of the world's population lives in industrial countries? (p.13)
    b) What per cent of the world's resources do they consume? (p.13)
    c) What do you think are the implications of these figures for the future survival of our planet?
12. **Research**: Use other reference materials and identify three serious environmental issues in Canada today and three other environmental issues that are of global concern. (see R5, R6, R10, R28, R31, R32, R34 & R36)
13. a) What is the UNEP? (p.49)
    b) What is its role? (p.49)
    c) What is its Earthwatch program? (p.49)

IV Disarmament

1. What was the first resolution adopted by the UN in 1946? (p.15)
2. "The end of the Cold War has brought a new mood to the UN."
    a) **Research**: What was the 'Cold War'? (use p.15 and other sources)
    b) **Research**: What events led to the end of the Cold War? (use other sources)
    c) How has the end of the Cold War changed the world? (p.15)
    d) **Research**: Give at least two examples to illustrate your answer to (c) above (use other sources, e.g. R26, R27 & R37, to find your examples).
3. a) What does the acronym NPT stand for? (p.15)
    b) What are the main points in this agreement? (p.15)
    c) What is the role of the IAEA? (pp.15 & 52)
    d) **Research**: Use other sources to find out about the recent controversies involving inspection by the IAEA and the UNSCOM (p.17) in Iraq and North Korea. How have these controversies been resolved? (e.g. see R40)
4. a) What are the main terms of the 1993 Chemical Weapons Convention? (p.16)
    b) What are some problems in making all countries live up to the CWC? (p.16)
5. a) What has been done about "conventional weapons" by the UN? (pp.16-17)
    b) How much money is spent on military equipment per minute? per day? per year? (p.17)
    c) How many people have been killed worldwide by conventional weapons since 1945? (p.17)
6. a) If you were the Secretary-General of the UN, what recommendations would you make (i) to reduce military spending and (ii) to reduce the number of people killed by conventional weapons?
    b) What steps would you take to try to get your recommendations implemented? (Note: the section on Verification Study on p.17 may be of some help in working on this question. Student responses may be presented in a class discussion or as group reports.)
7. Why is Canada able to play a leading role in the talks on a Comprehensive Test Ban Treaty (CTBT) on nuclear weapons begun in 1994? (pp.17-18)

8. a) **Research**: Use other sources to find out what has happened to the thousands of nuclear weapons developed by the former Soviet Union.
   b) What would you recommend be done to prevent these weapons and the scientists who produced them from getting into the hands of countries that have not signed the NPT or into the hands of terrorists?
9. a) Why are land mines such frightening weapons? (p.18)
   b) **Research**: Besides Cambodia, name five other countries where land mines are a serious problem. (use other sources, e.g. R2, R7, R19 & R24)
10. a) What are the weaknesses of the 1981 Inhumane Weapons Convention? (p.18)
    b) What are some ways that the problem of land mines might be reduced? (p.18 and your own suggestions.)
11. Writing Assignment: Read the quotation by Andrew Bonar Law on page 19 and write a summary of your own views on the prospects for a more peaceful world in the future. In your summary of at least 5 good sentences set out the reasons for your viewpoint.
12. a) "Since war begins in the minds of men, it is in the minds of men that the defences of peace must be constructed." (p.55) How does the UN Educational Scientific and Cultural Organization (UNESCO) attempt to foster a more peaceful world?
    b) Do you agree with UNESCO's approach? Give reasons for your answer.
13. General Dwight D. Eisenhower, former President of the United States, stated that "Every gun that is made, every warship launched, every rocket fired, signifies a final sense of theft from those who hunger and are not fed, from those who are cold and are not clothed." Do you agree or disagree with him? Give reasons for your answer.

V International Trade

1. a) What does the acronym GATT stand for? (p.21)
   b) Why was it founded in 1947? (p.21)
   c) What is its aim? (pp. 21 & 51)
2. What are (i) tariff barriers and (ii) non-tariff barriers? (p.21)
3. What factors explain the spectacular rise in world production and trade between 1945 and 1975? (pp. 21-22)
4. a) Under what principles does GATT operate? (p.22)
   b) How has it put these principles into practice? (p.22)
5. What is GATT's membership today and what per cent of world trade does it oversee? (p.22)
6. a) Why is GATT important to Canada? (p.22)
   b) How does it help Canada function as a world trading nation? (p.22)
7. a) How many GATT trade rounds were held between 1947 and 1994? (p.24)
   b) How many countries participated in the 1994 Uruguay Round? (p.24)
8. How will the Uruguay Round of trade agreements benefit Canada? (pp. 22-23)
9. How does Canada rank as a world importing and exporting nation? (p. 23)
10. a) What is the WTO? (p. 23)
    b) When was it set up? (p. 23)
    c) How will it function? (pp. 23 & 51)
11. a) How does the creation of the WTO complete the original vision of the Bretton Woods postwar reconstruction effort? (p. 23)
    b) What did Canada's Minister for International Trade, Roy MacLaren, have to say about WTO? (p. 23)
12. **Research**:
    a) Use other sources to find the advantages and disadvantages to Canada in signing the North American Free Trade Agreement (NAFTA) with the United States and Mexico.
    b) How do Canada's commitments under NAFTA and GATT overlap and/or create potential problem areas? References such as R4, R12, R22, R32 and R38 are useful in doing #12 (a) l& (b).

VI Peacekeeping

1. a) During the Cold War, why was the Security Council often unable to act to maintain peace in the world? (p.25)
   b) **Research**: Use other reference materials to find examples of when one of the permanent members used its veto power to block UN action in conflict situations.
2. a) What was the Suez Crisis of 1956? (p.25)
   b) What was Lester Pearson's suggestion to settle the dispute? (p.25)
3. List the aspects of peacekeeping that became apparent during the Cold War from 1949 to 1989. (p.25)
4. What criteria did peacekeeping missions have to meet if Canada was to get involved in them? (p.26)
5. Read the quotation by General E.L.M. Burns on page 26 and note how the problem of distinguishing UNEF troops from those of the combatants was solved.
6. Read the "Thoughts on Canada's Flag" on page 27 and note the connection between Canada's UN peacekeeping activities in 1956 and its desire to have a distinctive flag.
7. **Research**: Use your *Reference Guide* (p.29) and other sources (e.g. R4, R17, R18 and R33) to identify five peacekeeping missions in which Canada served prior to 1989. Set out the belligerent nations, the conflict scenario and the role played by Canada in resolving each dispute.
8. In what four major ways has the end of the Cold War in 1989 changed peacekeeping? (26)
9. **Research**: Use other references (e.g. R17, R18, R23, R25 & R39) to identify and summarize one post-Cold

War peacekeeping mission in which Canada was or is involved. From your research and discussions try to determine how the nature of peacekeeping has become more complicated in the post-Cold War world.

10. Now read the first paragraph under "An Agenda for Peace" on page 26 and list the three new concerns that affect the UN's struggle for world peace in the post-Cold War world.
11. What five methods of conflict resolution are proposed by Boutros-Ghali in his 1992 report called "An Agenda for Peace"?
12. If you were the commander of Canada's peacekeeping troops, what would your reaction be to the above proposals, especially the second and fifth ones?
13. a) What are the pros and cons of strengthening the UN's information-gathering abilities? (pp. 26-27)
    b) Which side of the debate do you support? Give your reasons.
14. a) What does Boutros-Ghali suggest, if the parties to a conflict are determined to fight? (p.27)
    b) Do you think member countries of the UN are willing to provide troops and the funds to implement Boutros-Ghali's suggestions? Why or why not?
    c) **Research**: Use your *Reference Guide* (p.27) and other sources, such as your Member of Parliament or the Minister of Foreign Affairs, to find out what Canada's position is on this suggestion.

VII International Law

1. Why did the UN General General Assembly declare the 1990's to be the Decade of International Law? (p.31)
2. Summarize the roots of international law through the UN Charter. (p.31)
3. List five or six examples of some of the declarations of the UN which attempt to regulate relations among the nations of the world.(p.31)
4. a) What is one of the main roles of the International Court of Justice (ICJ) which sits in The Hague, Netherlands? (p.32)
    b) What powers of enforcement does this court have? (p.32)
    c) How did it use these powers against Iraq in 1990? (p.32)
5. Into what new areas of international law is Canada attempting to push the UN? (pp. 32-33)
6. **Research**:
    a) Use other references and find examples of where Canada has been taken to the International Court of Justice over its alleged abuse of the human rights of certain groups of people within Canada or over any alleged violation of international law.
    b) What was the ruling of the ICJ in the cases you found?
    c) What was done in Canada after the ruling was handed down?
7. Why is the Convention on the Law of the Sea important to Canada? (p.33)
8. a) What aspects of the UN Convention on the Law of the Sea (UNCLOS) has Canada worked on changing? (p.33)
    b) Why are these areas of such serious concern for Canada? (p.33 & your ideas)
9. **Research**: Use other sources and investigate the reasons for the conflict between Canada and Spain and the European Union in 1995. Outline the main events in the conflict, summarize how the conflict was resolved and explain how this conflict has affected the UN in making changes to its Convention on the Law of the Sea.

VIII Human Rights

1. Read the Preamble to the Universal Declaration of Human Rights on page 38 and summarize the main points which led to the proclamation of this declaration in 1948.
2. What day of the year has been declared by the UN to be Human Rights Day? (p.14)
3. **Research**:
    a) Obtain a complete list of the UN's Declaration of Human Rights from another reference book or from your teacher. From this list select at least ten which you think are very important in comparing the quality of life in various countries of the world.
    b) How does Canada rank in the world community? (Check current sources to find this information)
4. How has Canada attempted to put the universal human rights principles into practice? (p.35)
5. **Research**: "There is still a long road to be travelled before all countries of the world respect human rights." (p.35) Use current newspapers, magazines and television and/or radio news reports to find at least five examples of where human rights are being violated. (R32 is also useful in finding this information)
6. What mandate has been given to the Office of the UN High Commissioner for Human Rights? (p.35)
7. a) What authority does the Commission on Human Rights (CHR) have? (p.36)
    b) List the countries to which "special rapporteurs" have been appointed to review human rights problems with the governments concerned. (p.36)
    c) **Research**: Set up another research team to investigate and report on the progress of the Working Group on Indigenous Populations. (Note: You may have to contact your Member of Parliament or the United Nations office in Ottawa to obtain this information)
9. a) Read the section "Women's Issues" in your Reference Guide (pages 36-37) and summarize the progress that has been made to promote women's rights.
    b) **Research**: If possible, see R32 (p.108) to get the Third World perspective on "Women in Development".

10. Explain what Mahatma Gandhi meant in his quotation on page 36. By today's standards could his remark be called sexist? Does it apply at the present time in industrial countries, such as Canada, or in Third World countries, such as India?
11. According to Amnesty International (p.36), at the end of 1993 how many political prisoners were being held behind bars without having been tried in court?
12. On page 37 what information is given about victims of torture globally in 1992?
13. **Research**: On pages 36 and 37 of your *Reference Guide*, two organizations which help monitor human rights violations are mentioned: Amnesty International and the Canadian Centre for Victims of Torture. Have a student or a small group of students investigate and report on how each of these organizations operate and how effective they are in helping those people whose human rights are abused. (Note: the addresses of these organizations are given on p.15 of this Study Guide)

Section Three: The United Nations at Work

IX The Economic and Social Council

1. Why was a UN central economic and social council, ECOSOC, created? (p.41)
2. What is the scope of its activities today? (p.41)
3. a) What form of support has Canada contributed to the work of the UN in the social, economic, environmental, human rights and related fields? (pp. 41-42)
   b) Read the 1945 quotation by L.B.Pearson on page 42. What does it reveal about Canada's hopes for the UN when it was being created?
4. a) What events in the 1970's, 1980's and early 1990's (p.42) have changed the international economic order within which ECOSOC was meant to operate?
   b) How have they made ECOSOC's work more difficult? (p.42)
5. a) What is "sustainable human development"? (p.47)
   b) Why has Canada suggested (p.42) that sustainable human development been established as the common, overall objective of UN agencies working in the field?
6. "Never before has the world community had so many resources, so much knowledge and such powerful technologies at its disposal which, if suitably redirected, could foster sustained economic growth and sustainable (human) development." (p.48) Prepare a list of some of the (i) resources, (ii) knowledge and (iii) technologies, which could be used to foster sustainable human development on a global scale (A class brainstorming session may be useful).
7. a) What tragedy does Maurice Strong mention in his quotation on page 43?
   b) Do you agree that "this is surely a denial of the moral and ethical basis of our civilization as well as a threat to its survival"?
   c) Give reasons to support your answer.
8. **Research**: Select one of the international conferences held since 1968 to the present (see p.43) and use other sources to find some of the details of the conference, including the reasons for the conference, the main recommendations made by the participants and the outcomes resulting from the conference.
9. a) What two UN conferences are scheduled for 1995? (p.44)
   b) What issues will be the focus of these conferences? Watch for news reports and note the debates and recommendations associated with these conferences.

X Related UN Programs

1. What are the responsibilities of the Office of the UN High Commissioner for Refugees (UNHCR)? (p.45)
2. According to the UN Convention of 1967, how are refugees defined? Which people are excluded? (p. 45)
3. How has Canada expanded the UN definition of refugees? (p. 46)
4. a) How many refugees has Canada admitted each year (i) in the early 1970's and (ii) in the early 1990's? (p. 45)
   b) What is the current target? (p. 45)
   c) Do you think Canada should increase or decrease this number? Why?
   d) **Research**: What are the advantages and disadvantages of admitting large numbers of refugees?
   e) **Research**: What did Canada's 1995 Budget Speech delivered in February say about the admission of new refugees and immigrants?
5. a) What is UNICEF? (p. 46)
   b) How has it helped many children to survive in developing countries? (p. 46)
   c) How is it funded? (p. 46)
6. a) Note the 9 points in the UN's Declaration of the Rights of the Child.
   b) **Research**: Use other sources and find at least three examples where the rights of children are being denied or violated. (see R32 & current news reports)
7. a) What is UNCTAD? (p. 46)
   b) Why was it set up? (p. 46)
   c) What work does it do? (pp. 46-47)
8. a) What is the UNDP? (p. 47)
   b) What kinds of programs does it run? (p. 47)
   c) What are its three main goals? (p. 47)
9. Give three examples of how young, educated, skilled people can help Third World countries under the UN Volunteers (UNV) program. (pp. 47-48)
10. a) What is the UNFPA? (p.48)
    b) How did its role change from 1946 to 1966-67? (p.48)
11. a) Do you agree with the UN General Assembly's statement that "the size of the family should be the free

choice of each individual family"? (p.48)

b) **Research**: Use other reference materials to find examples of countries where population growth and family size are rigidly controlled by the state.

12. **Research**: What are some of the challenges encountered in other countries, such as China, India, Pakistan, Indonesia or the Philippines, where family planning programs have been tried in recent years? (use other references)
13. a) What are the 4 factors now recognized as crucial if lower population growth is to be achieved? (p. 48)

    b) Do you agree with the quotation by Dr. Nafis Sadik, Executive Director of UNFPA, presented on page 48? Why or why not?
14. What was the purpose for developing the World Food Program (WFP)? (pp. 48-49)

XI Specialized Agencies

1. What is the role of the Food and Agriculture Organization (FAO)? How does it operate? (p. 51)
2. a) How does the International Fund for Agricultural Development (pp. 52-53) complement the work of the WFP (pp. 48-49) and the FAO (p. 51)?

    b) What is the Grameen Bank Scheme? (p. 53)
3. a) Why was the World Bank set up in 1944? (p. 53)

    b) What do the letters IBRD stand for? (p. 53)

    c) Research: Use other references to find the origin and function of the Marshall Plan. How successful was it?

    d) How is the World Bank funded, how does it operate and what is its main goal? (p.53)
4. a) "The International Monetary Fund (IMF) works closely with the World Bank." What was its original purpose? (p. 54)

    b) **Research**: Use other references to find examples of how "more recently the IMF has become an agency for helping members deal with their international debt problems." What internal social and economic challenges do many countries face when trying to meeting World Bank and IMF guidelines? (see R8, R12, R14, R28, R29, R30, R32 & R34)
5. a) What is the goal of the World Health Organization (WHO)? (p.57)

    b) **Research**: Use your *Reference Guide* and other sources to find examples of successes the WHO has had in controlling and eradicating human diseases.

    c) **Research**: Use your *Reference Guide* and other sources (e.g. R32) to find out what is being done globally and in a few specific industrialized and Third World countries to control and prevent AIDS.
6. In 1962 Marshall McLuhan, a Canadian media specialist, suggested that "the new electronic interdependence recreates the world in the image of a global village." (p.57 Is this an appropriate image of trends in the world today? Give reasons for your answer.
7. **Research**: Read the article R1 and compare it with the views commonly presented in the popular media about the global village.

Section Four: Conclusions and Prospects

1. After having studied the *Reference Guide to the United Nations*, how would you assess Canada's contributions to the UN during its first fifty years? Give examples to illustrate your answer.
2. What are your suggestions to our Minister of Foreign Affairs as to the role Canada should play in the UN in the years ahead? In your answer tell him what our country should continue doing and what changes you would recommend that our Government consider.
3. How would you assess the overall role of the UN during its first fifty years of operation? Give examples of things you think it has done well and examples of areas where it needs improvement.
4. a) What are the major challenges for the international community you foresee as we prepare to enter the 21st Century? (e.g. see R13)

    b) What changes in the organization and role of the UN could you suggest to help meet these challenges? (e.g. see R3 & R37)

XII Suggested References

There are many references readily available to students in school and public libraries including magazines such as the *Canadian Geographic Journal; Equinox; Maclean's; Canada and the World; Newsweek* and *Time*. Books, encyclopedias, films, videos and newspapers are also available. Radio and television news reports and documentaries are further valuable sources of information. What follows is a list of some of the many references that may be helpful in completing the 'Research' assignments that are included in the Study Guide.

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The United Nations charter: Notes and comments

Ken Osborne

These notes and comments are to be read in conjunction with the sections of the UN Charter that follow this introduction. They are keyed to the Charter by a series of numbered notes. They arise from my belief that parts of the Charter are worth explaining in detail to students. I'm intrigued by the thought voiced by a U.S. delegate at the 1945 San Francisco Conference to the effect that the Charter should have a preamble that would be "short, moving and beautiful, something that every schoolchild could commit to memory" and that could hang "in every cottage on the globe." In this way, he argued, with some justice, the United Nations would gain a hold on the hearts and the minds of the world's people. He had a point, it seems to me, but how often do we even discuss the Charter with students these days? We don't need to take them through a clause by clause analysis of the whole document, but we could, and should, look at the opening sections that deal with the goals and purposes of the UN. After all, in one sense the charter is an international treaty committing signatory governments to abide by its terms. Canada signed it in 1945 (extracts from the 1945 parliamentary debates were printed in the last issue of the journal: 21 (4), April 1995: 28-35), so, as citizens, we ought to know what our country is committed to do.

The relevant historical background is as follows. In October 1943 the United States, the Soviet Union, Britain and China issued the Moscow Declaration in which they agreed to create an international organization "for the maintenance of international peace and security." Thus, they recognized that the old League of Nations was dead, but interestingly, they did not give up on the whole idea of a world organization. Rather, they decided to build on the lessons of the League and begin again. This is worth noting, since they could simply have walked away from the whole idea. After all, they were the world's great powers and as such, did not especially need a world organization, except, of course, as the two world wars had shown, for the fact that when world crisis erupted they were inevitably involved as major players.

Following the Moscow Declaration the Big Four met at Dumbarton Oaks near Washington, from August through October, 1944, to draft a plan for the new international organization. Strictly speaking, there were two Dumbarton Oaks meetings, the first involving the U.S.A., the U.S.S.R., and Britain, and the second, the U.S.A., Britain, and China. The reason for having two sets of meetings was that the Soviet Union objected to China's involvement, arguing instead that only the Big Three war-fighting allies should be involved. To avoid a major confrontation and possible deadlock, the U.S. government worked out a compromise proposal of two meetings, which the Soviets accepted. The discussions at both meetings resulted in one draft plan, which was in turn presented to an international conference at San Francisco, held April-June 1945. The sponsors of the conference were the Big Four of the Moscow declaration. France was asked to be a sponsor but refused because de Gaulle was angered at not having been invited to the great power Yalta Conference. France attended the San Francisco Conference but was not a sponsor. Invitations were sent to all countries that were at war with the Axis powers before March 1, 1945. As a result, fifty countries were present at San Francisco. Their task was to accept, reject or revise the draft plan for the United Nations presented to them by the Big Four countries.

The Charter

Students should realize that the Charter is the constitution of the UN. As such, it is full of organizational detail and of interest mainly to specialists. However, like most constitutions, the Charter also contains a statement of purposes and principles which are of more general interest. In effect, they describe what the UN exists to do. They are to be found in the preamble and Articles 1 and 2, which are all that are dealt with here. The text follows. I have added the note numbers. They refer to the reference notes in the next section of this article.

Charter of the United Nations

Preamble(1)

We the peoples **(2)** *of the United Nations* **(3)** *determined*

to save succeeding generations from the scourge of war, which twice**(4)** in our lifetime has brought untold sorrow to mankind, and

to reaffirm faith in fundamental human rights **(5)**, in the dignity and worthof the human person, in the equal rights

of men and women and ofnations(6) large and small, and
to establish conditions under which justice (7) and respect for the obligations arising from treaties (8) and other sources of international law can be maintained, and
to promote social progress and better standards of life in larger freedom (9),

and for these ends (10)

to practice tolerance the live together in peace with one another as good neighbors, and
to unite our strength to maintain international peace and security (11), and
to ensure, by the acceptance of principles and the institution of methods,that armed force shall not be used, save in the common interest (12), and
to employ international machinery for the promotion of the economic and social advancement of all peoples,

have resolved to combine our efforts
to accomplish these aims (13).

Accordingly, our respective Governments(14), through representatives assembled in the city of San Francisco, who have exhibited their full powers found to be in good and due form, have agreed to the present Charter of the United Nations and do hereby establish an international organization to be known as the United Nations (15).

Chapter 1. Purposes and Principles

Article 1

The Purposes(16) of the United Nations are:

1. To maintain international peace and security(17), and to that end: to take effective collective measures for the prevention and removal of threats to the peace, and for the suppression of acts of aggression or other breaches of the peace (18), and to bring about by peaceful means, and in conformity with the principles of justice and international law (19), adjustment or settlement of international disputes or situations which might lead to a breach of the peace;

2. To develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples(20), and to take other appropriate measures to strengthen universal peace;

3. To achieve international cooperation (21) in solving international problems of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion; and

4. To be a center for harmonizing (22) the actions of nations in the attainment of these common ends.

Article 2

The Organization (23) and its Members (24), in pursuit of the Purposes stated in Article 1, shall act in accordance with the following Principles.

1. The Organization is based on the principle of the sovereign equality (25) of all its Members.

2. All Members, in order to ensure to all of them the rights and benefits resulting from membership, shall fulfill in good faith the obligations assumed by them in accordance with the present Charter (26).

3. All Members shall settle their international disputes by peaceful means in such a manner that international peace and security, and justice, are not endangered (27).

4. All members shall refrain in their international relations from the threat or use of force against the territorial integrity or political independence of any state, or in any other manner inconsistent with the Purposes of the United Nations (28).

5. All Members shall give the United Nations every assistance in any action it takes in accordance with the present Charter, and shall refrain from giving assistance to any state against which the United Nations is taking preventive or enforcement action.

6. The Organization shall ensure that states which are not Members of the United Nations act in accordance with these Principles so far as may be necessary for the maintenance of international peace and security.(29)

7. Nothing contained in the present Charter shall authorize the United Nations to intervene in matters which are essentially within the domestic jurisdiction of any state or shall require the members to submit such matters to settlement under the present Charter; but this principle shall not prejudice the application of enforcement measures under Chapter VII (30).

Notes and Comments

1. In the Dumbarton Oaks draft presented to the San Francisco Conference, there was no preamble. The draft began with the statement of principles in Article 1. However, many delegations felt there should be some general statement of goals that would serve as a source of inspiration. They wanted some rhetoric and not just legal niceties. In the words of an American delegate, already quoted, a preamble should be "short, moving and beautiful." The preamble was based on a draft prepared in Britain by a South African statesman, Field Marshall Smuts. Though no one said so at the time, there is some irony in such a statement of ideals being prepared by a South African, given the reality of South Africa's racial politics in those days. Though the preamble was just that — a preamble — delegates at San Francisco took it very seriously. The Canadian representative has left a vivid account of the proceedings:

"We had nearly seven hours on end in our Committee on Purposes and Principles. The Chairman, Manuilsky (a Ukrainian), gave us a touch of the knout when the Latin Americans were just spreading their wings for flights of oratory. He rapped on the table with his chairman's gavel and said, 'Gentlemen, we must speed up the work of the Committee. I propose

that no one shall leave this hall until the preamble and the first chapter of the Charter are voted.' The delegates gazed ruefully at their blotters — this meant cutting all dinner dates. Yet no one dared to falter in the 'sacred task.' Paul Gore-Booth, the British delegate, sprang to his feet and said in tones of emotion, 'Mr. Chairman, I cannot promise that I shall be physically able to remain so long in this hall without leaving it.' Manuilsky looked at him sternly, 'I say to the British representative that there are in this hall men older than you are and, if they can stay here, you must also.' So we settled down to hour after hour of debate.

"We were after all discussing the principles of the New World Order. The room was full of professional orators who were ravening to speak and speak again. Latin American foreign ministers hoped to slide in an oblique reference to some of their local vendettas disguised in terms of the Rights of Nations. The Egyptian representative was hoping to see his way clear to take a crack at the Anglo-Egyptian Treaty under some phrase about the necessity for 'flexibility in the interpretation of international obligations'. The Syrian delegate saw an opportunity to embarrass the French. The representatives of the Colonial Powers were junior delegates (their chiefs were dining) who were frightened that any reference to 'justice' or 'human rights' might conceal a veiled attack on the colonial system.

"All afternoon and all evening until twelve o'clock at night we argued about the principles that must guide the conduct of men and nations. By eleven o'clock there were many haggard faces around the table. The room had got very hot and smelly — dozens of stout politicians sweating profusely in a confined space — outside the streetcars (and San Francisco is a great place for streetcars) rattled noisily; and still the speeches went on.

"The Egyptian delegate was indefatigable in interpolations. He seemed to bounce to his feet on India-rubber buttocks, 'a point of order, Mr. Chairman' and he would fix his monocle and survey his helpless victims. The Peruvian was another inexhaustible plague; he was a professional lecturer who kept remarking, 'The Peruvian delegation regard this aspect of the question as very grave indeed, in fact fundamental.' Then he would remove his reading spectacles, put on his talking spectacles, brush the forelock back from his forehead and get into his stride. But it was the Norwegian who moved me to homicide by making lengthy interventions in an obstinate, bleating voice. However, thanks to the ruthless, surgical operations of the Chairman, we finished our task in time. The committee was littered with punctured egos, and snubbed statesmen glowered at each other across the tables. The eminent political figures and distinguished jurists of half the world had been rated by the chairman like schoolboys; but we had finished on time."

(Sanger 1988; 11-12)

A final work on the nature of the preamble from some academic and legal experts: "While the preamble is an integral part of the Charter, it does not define the basic obligations of members. It does have significance, however, as a statement of motivating ideas and purposes that the members of the Organization have in mind, and its words can be used, and are used, as evidence of these ideas and purposes in any interpretation of the articles that follow." (Goodrich, Hambro & Simons: 20-21)

2. The phrase "We, the peoples..." was an American suggestion and is an obvious derivation from the American constitution transferred to the global level — though it should be noted the text speaks not of the people of the world but of 'the United Nations', a reminder that this was a wartime conference of those countries allied against the Axis powers. The war in Europe ended while the San Francisco Conference was still meeting; the war in the Pacific continued until August. Critics of the old League of Nations, such as John Dewey and H.G.Wells, had attacked it for being only a "league of governments" rather than a league of peoples. They meant that the League was committed to old-style power politics, and that governments would use it for their own interests. Instead, they argued, the world needed an association that would go over the heads of national governments and speak for the world's people directly. Thus, in 1945, some people favoured a Charter that spoke not in the name of governments, but of peoples. Not all countries were happy with this. Some objected that it was too vague and lacked any real meaning. Others objected on legal grounds. The Netherlands, for example, said that in its constitution the term "the people" had no legal meaning, since government acted in the name of the crown. Nonetheless, the U.S. persisted, supported by the Soviet Union. The winning argument was that the UN had to have its roots in people's support and somehow had to represent the people's wishes. Note that the whole preamble is written as though the people of the United Nations are speaking. To get a flavour of what this means, consider the contrast between the phrase "we, the peoples" and the old League of Nations Covenant which spoke of "the high contracting parties," which was also the term used in the first draft of the preamble prepared by Field Marshall Smuts. "High contracting parties" is a legal phrase, that means nothing to most people, and has no emotional power. By contrast, 'We, the peoples" is direct, understandable and gripping. Despite this, note that at the end of the preamble, the reference is to "our

respective governments". Thus, after all, it's not people but governments that have the last word, with the compromise being that governments 'represent' the people. To the question: If the UN speaks for the people, how are the people of the world to make their views known?, the answer was: Through their governments. This remains one of the basic questions of any attempt to create a world organization: who speaks for the world's people? Should there be some kind of directly elected world parliament, like the European Parliament in the European Union? If so, how would the actual details be worked out: how many representatives? how elected? with what powers? etc. It's easy to speak of world government and world parliaments, but the details are enormously complicated. Perhaps, the structure of the United Nations is the best we can do at this stage of world history. For some of the alternatives see the last issue of the journal (21 [4], April 1995: 12-21] See also Note 14 below.

3. As noted above, the San Francisco Conference was attended only by those countries that were actually at war with the Axis Powers by 1 March, 1945. These nations were 'united' in war against their enemies. Thus, the term 'United Nations' had a wartime context and excluded Germany, Italy and Japan, as well as countries that were neutral in the war. Some delegates at San Francisco wanted a different name that would be free of any wartime connection. They argued that eventually the wartime enemies would be peaceful states that would have to be accepted into the new organization. They also wanted the name to reflect something of the flavour of community or association. Some pointed out that the term 'United Nations' created translation problems in other languages: was it a singular or a plural term? However, the U.S.A. insisted on the name United Nations, arguing that it was the personal preference of President Roosevelt. Roosevelt had died suddenly (April 12, 1945), just before the Conference began, and as a sign of respect for his contribution to the war the Conference accepted the name. See Note 15 also.
4. This is an obvious reference to the two world wars and to the inability of the old League of Nations to prevent World War II. Note that the prevention of war is placed first among the aims of the UN.
5. Note this reference to human rights, including equality between men and women. It was based on the knowledge of what Nazism and Fascism had done, especially in the Holocaust. It was also based on the belief that world peace had to be accompanied by respect for human rights. One can imagine, for example, a state of peace imposed by a world dictator that prevented war but also trampled on people's rights. The UN is committed to both principles: peace and human rights. Article 55 of the Charter spells out some basic human rights. It reads as follows: *With a view to the creation of conditions of stability and well-being which are necessary for peaceful and friendly relations among nations based on respect for the principle of equal rights and self-determination of people, the United Nations shall promote:*
   (a) higher standards of living, full employment, and conditions of economic and social progress and development;
   (b) solutions of international economic, social, health, and related problems, and international intellectual and cultural cooperation; and
   (c) universal respect for, and observance of, human rights and fundamental freedoms for all without distinction as to race, sex, language, or religion.
6. The word 'nation' caused some discussion at San Francisco. Just what constituted a nation? It was usual to speak of 'states' but not all nations were yet states with their own political independence. To speak of 'states" for example, would have excluded the Philippines, which had been promised independence by the United States but had not yet got it. At the same time, however, the word 'nation' could be given many interpretations. In the Charter proper, the problem is largely avoided by speaking of 'members' without defining them as states or nations or anything else. Note the reference to nations "large and small." The smaller countries at San Francisco, well aware of the events of the 1930's, were concerned lest at some point in the future world peace and security might be secured at their expense, say by some larger power coercing them. The principle of the UN is that, in legal terms and in terms of rights, all countries are equal.
7. This reference to justice could be no more than an ideal. Who was to decide whether something was just or unjust at an international level? Nonetheless, after the experience of the aggressions of the 1930's and the events of World War II the delegates at San Francisco did not want to ignore considerations of justice.
8. One of the minor worries here was whether treaties signed before 1945 might be found to be inconsistent with the purposes of the UN. Article 103 of the Charter says that if there is such an inconsistency then the Charter will prevail. Article 102 says that all treaties made between countries must be registered with the UN.
9. The UN has some responsibility for social and economic matters. Many people feel that this is where the UN has been most successful. The idea was that international peace and security depend in part on people having a decent quality of life. The Charter created a special body, the Economic and Social Council (ECOSOC) to handle economic and social questions. ECOSOC can commission studies and reports, make recommendations, organize conferences, and generally raise awareness of "international economic, social, cultural, educational, health and related matters" and of "human rights and fundamen-

tal freedoms for all". Note that nothing is said in the Charter about environmental matters, presumably because these were not major concerns in 1945. Nonetheless, the UN has taken an increasing interest in environmental matters, not least because the environment is obviously connected with social and economic development. The first major environment event for the UN was the 1972 Stockholm Conference on the Human Environment. Most recently was the 1992 Rio Conference on Environment and Development, out of which was created the UN Commission on Sustainable Development. The concept of sustainable development was central to the recommendations of the influential UN-commissioned Brundtland Report, *Our Common Future*, issued in 1987.

10. In other words, the four points described to this point in the preamble (peace; human rights; international law; social progress) are the 'ends' of the UN.
11. This gives the UN the power to make war, though it can do so only if authorized by the Security Council. Sometimes, aggression has to be met with force, as in Korea in 1950 and the Gulf War in 1990. However, the UN was not given its own armed forces (though in 1994 the Canadian government said that it favoured some sort of permanent UN force). Rather, member states are supposed to make forces available for UN service if asked. The Charter makes provision for a "military staff committee" to make military plans for the UN but this has been ineffective. Instead, the UN has to improvise whenever military force is authorized. Most UN action has taken the form of peacekeeping, not of actual fighting. Modern weapons cause considerable damage to civilian populations, as in the Gulf War, and some people have asked whether the UN should be able to make war at all. They suggest that there might be other, peaceful, alternatives for dealing with aggression. One possibility is economic sanctions, such as those now in force against Iraq, but these also cause considerable damage to innocent people. Another form of sanction is in force against Libya, which has been closed to international flights, but sanctions like these do not have a major impact. Thus, the UN is stuck with a problem: short of armed force, how does it deal with an aggressor country which refuses to obey its decisions?
12. UN members are supposed to renounce war, though obviously many of them have not. The only exceptions allowed in the Charter are (1) war in self defence, and (2) war in support of the UN.
13. Note that the 'ends' described earlier are here described as 'aims' of the UN. Presumably, this was done for reinforcement.
14. See Note 2 above. Although the Charter begins by speaking of 'we, the peoples', here it speaks of 'governments'. Some countries at San Francisco were prepared to support the reference to 'peoples' only because here the emphasis is placed on governments. Thus, we have not totally escaped from the old League of Nations dilemma: is this an organization of governments or peoples? Increasingly at UN Conferences arrangements are made for briefs and presentations by non-governmental organizations (NGO's). Sometimes NGO's organize an alternative conference. The Chinese government was very concerned about which NGO's would be allowed to attend the 4th World Conference on Women held at Beijing in September, 1995. Groups and individuals are also learning how to use Internet, e-mail, and other computer links to bring their concerns to the UN.
15. See Note 3 above.
16. The *Preamble* spoke of ends and aims. This is further reinforced here by calling them purposes. This article is more than rhetoric. It was seen as important to put a statement of purposes right into the main body of the Charter, which could be seen as having more force than the preamble. This article has been used by the UN to justify its activities and decisions. In general, it has led to a strengthening of the role of the General Assembly, even though at the San Francisco Conference authority was supposed to lie with the great powers. This question of the position of the great powers was a major issue at San Francisco. The great powers made it clear that, since they would have to carry most of the burdens of the UN, they wanted a major voice in it. The concrete manifestation of this at San Francisco was the veto in the Security Council, combined with the Big Five's permanent membership of the Council. Thus, any one of the great powers could effectively block UN action. In the words of one senior Canadian official: "The United States and Britain were insistent on having a power of veto in the Security Council, but they were prepared to have a more limited veto than the Soviet Union wanted. It was on the veto over the chapter on peaceful settlements that the lines were most clearly drawn between the Western powers and the Soviet Union. The Soviet Union wanted to be able to veto mere discussion by the Security Council of a threat to the peace, and on this issue the conference nearly broke up. But the Soviet Union gave in after an appeal was made to Moscow." [Sanger: 8] For the Soviets, the veto was especially crucial, since the Western powers, led by the United States, could always outvote them, thus potentially using the U.N. against them. Some of the smaller powers, led by Australia, tried to get rid of the veto at San Francisco, but Canada took the position that it was a necessary price to pay for great power commitment to the United Nations. In 1950, the General Assembly used Article 1 in passing the Uniting for Peace resolution which said, in effect, that if the Security Council was deadlocked on a question of international peace and

security, then the General Assembly could step in. The occasion was the Soviet Union's attempts to block U.N. action in the Korean War.

17. Again, international peace and security are given first place. Note that it is only "international" peace that is mentioned. The U.N. has no authority to interfere in the internal/domestic affairs of countries, unless they can be judged to be a threat to international peace. No country at San Francisco, or since, was prepared to allow the U.N. to tell it what to do in its own internal affairs.
18. See Note 11 above.
19. At San Francisco, the smaller powers pushed for the inclusion of this phrase. As noted earlier, they were worried that in the future the great powers might arrange a form of world peace which would ignore the rights of smaller powers, as for example when the U.S.A. used the Monroe Doctrine to maintain its supremacy over Latin America, or as when the Soviet Union controlled the countries of Eastern Europe after 1945. Justice and international law were vague terms but they were better than nothing at all.
20. Note this reference to self-determination of peoples. What constitutes a "people"? Is the U.N. saying that a people has the automatic right to self-determination. If so, how would this apply in the case of, say, Quebec? In the Atlantic Charter of 1941, Churchill and Roosevelt said that all "peoples" had a right to choose their own form of government. They were concerned by the expansion and conquests of Germany and Japan. Churchill, however, excluded the colonies of the British Empire from the Atlantic Charter. In 1950, the General Assembly declared self-determination to be a fundamental human right. It wanted to see Europe's colonial empires become independent countries. But the question remains: from the U.N. viewpoint, what is a people and what does self-determination involve?
21. The U.N. recognizes that many social/economic problems can be solved only by international action. Note that the U.N. is not given any independent power to act on its own. It can only encourage governments to follow the path of international cooperation.
22. Note the implicit limitation on the powers of the U.N. It cannot act on its own. It can be only "a center for harmonizing" whatever it is that governments decide to do. In effect, the U.N. runs as an honours system in which governments are expected to live up to their commitments under the Charter, but face little or no penalty if they do not.
23. Note this reference to "the organization." Here is some recognition than the U.N. is more than the sum of its member parts, that it has life of its own. It is an "organization." This is reflected more in other languages than in English, though in the early years the term "UNO" was sometimes used. In French, the U.N. is referred to as ONU: "l'organization des nations unis." there is even an adjective "onusien[ne]" to describe things done by the U.N. However, the word "organization" also suggests that the independent existence of the U.N. is limited to its administrative staff and thus has no implications for making policy. In actual fact, of course, officials like the Secretary-General do have a certain independent influence with governments. Article 99 of the Charter gives the Secretary-General the power to "bring to the attention of the Security Council any matter which in his opinion may threaten the maintenance of international peace and security." Article 100 stipulates that the Secretary-General and the staff of the U.N. must not take orders from any particular government. They are servants of the United Nations as a whole.
24. During the Second World War, the great powers agreed that membership in the U.N. should be limited to "peace-loving states" This opened up many possibilities of interpretation. The word "members" avoids all the problems of distinguishing among states, nations, governments, and peoples. See Note 6 above. However, the Charter is not totally consistent on this point. Although the term "peace-loving states" does not appear here, it does in Article 4, which says that membership in the U.N. is "open to all peace-loving states which accept the obligations contained in the present Charter and, in the judgment of the Organization, are able and willing to carry out these obligations."
25. The concept of "sovereign equality" means two things: (1) All countries, great or small, strong or weak, have the same rights and thus have only one vote each in the U.N. Some people think that this is unrealistic and argue that countries should have different numbers of votes, weighted by population, or economic strength, or some other factor. (2) The word "sovereign" means that a country has the right to handle its internal affairs in whatever way it chooses. No one, including the U.N., can tell an independent country what to do within its own borders, unless this is judged to be a threat to international peace. It is important to realize that the U.N. has no independent power. It is very far from being a world government. As one expert put it: "The Organization is one of limited powers based on the consent of its members." To quote another commentary: "The phrase 'the United Nations' refers more to a framework, a stage, or an institutional funnel than to an organization with the capacity for independent action." [Weiss et al: 155]
26. This section makes an obvious point. If a country belongs to the U.N., it must subscribe to the goals of the U.N. Article 6 of the Charter says that a country can be expelled from the U.N. if it has "persistently violated" the Charter. No one knows just how "persistent" would be defined in this context. Presumably, a country would

have to be a frequent offender to be expelled. No country has ever been expelled from the U.N., although South Africa was not allowed to take its seat in the General Assembly at the height of apartheid. Even here, however, South Africa was not expelled from the U.N. as an organization. If an expulsion were ever recommended, the Security Council would recommend to the General Assembly which would then vote on it. Most people feel that the U.N. should be universal and include all the world's countries, regardless of their policies. Supporters of this approach argue that it is easier to bring pressure to bear on a country if it is inside the U.N. than if it is outside. They also worry that if countries are thrown out of the U.N. this could weaken the organization and could lead to other countries deciding to leave. The old League of Nations was weakened in the 1930's when important countries like Japan and Germany left it in protest against League condemnation of their actions. This concern for universal membership led the countries at the San Francisco Conference to omit from the Charter, quite deliberately, any provisions for resignation from the U.N. Today, almost every country in the world is in the U.N. [185 of them]. The only exceptions are Switzerland and the Vatican, both of whom have observer status but no membership or voting power. They wish to maintain their complete neutrality. Taiwan is also not a member of the UN.

27. No one believed that there would be an end to disputes between countries. The goal was not to abolish disputes, but to settle them peacefully. The reference to "justice" was intended to ensure that disputes would not be ended peacefully but unjustly. For instance, a powerful country might end a dispute with a smaller country by issuing threats and taking economic measures without actually going to war. This would end the dispute peacefully, but not justly. Thus, justice was written into the Charter. Note also that the word "international" is here. The U.N. has no authority to get involved in internal disputes such as civil wars or rebellions, unless they threaten international peace. See Note 17 above. At the same time, there is some potential conflict here with the U.N.'s commitment to human rights [see Note 5 above] since most human rights abuses occur within a given country.
28. Article 2[4] has been described as the "core of the U.N. Charter concerning security questions." [Weiss, et al: 28] Obviously it has not stopped countries from going to war, but in the words of one commentary: "In fact, Article 2[4] is not a dead letter. Especially after the Cold War, a state contemplating the use of force to resolve a dispute, especially if not a great power, cannot be sure that its action will not result in some type of condemnation and punishment. To be sure, the process is not automatic; U.N. resolutions may be worded in a soft way, and actual sanctions can vary.... Nevertheless, Article 2[4] is alive and reasonably well as a general standard of achievement." [Weiss, et al: 29]
29. When the U.N. was created in 1945, the wartime enemies of the United Nations were excluded from membership. *Thus, this section gives the U.N. power to deal* with countries that do not belong to the U.N. In the 1930's Japan and Germany had resigned from the League of Nations and argued that the League's decisions therefore did not apply to them. This section of the U.N. Charter is intended to prevent this possibility.
30. Here the inability of the U.N. to deal with internal/domestic matters is made explicit. At the San Francisco Conference, some countries were concerned that the social and economic responsibilities of the U.N. would allow it to intervene in their internal affairs. The reference to Chapter VII is to Chapter VII of the Charter, which deals with matters of international peace and security. The point is to make it possible for the U.N. to take action whenever international peace is threatened. In recent years, however, the distinction between international and internal matters has begun to break down. As noted already, the U.N. can intervene in a country's internal matters if they are found to be a threat to international peace, and this provides some room for interpretation. In the words of a recent commentary: "... it is not clear what Article 2[7] means: namely, whether the U.N., and presumably also a member state, can intervene in matters of domestic jurisdiction. If repression by the Iraqi government of Iraqis, including those who remain physically within Iraq, constitutes a threat to international peace and security — as the council said in 1991 — then what is left to constitute domestic jurisdiction? If the U.N. and its member states are entitled to use all necessary means to provide a secure environment for humanitarian assistance inside Somalia — as the council stated in 1992 — in a situation in which the external consequences for any other state were extremely slight, then domesit jurisdiction means very little." [Weiss et al: 31] The Secretary-General has spoken both ways. In 1992 he said; "Under Article 2, Paragraph 7 of the Charter, the United Nations shall never intervene in the domestic affairs of a member state, either in the guise of preventive diplomacy or for humanitarian aims." However, in that same year he also wrote: "the centuries-old doctrine of absolute and exclusive sovereignty no longer stands, and was in fact never so absolute as it was conceived to be in theory. A major intellectual requirement of our time is to rethink the question of sovereignty." [Weiss et al: 32] The two statements are not necessarily contradictory. It could be that the Secretary-General was simply describing what article 2[7] says but also suggesting that it's out of date and needs changing. Hints of this kind are one way in which U.N. officials can influence the course of world opinion.

A comment about teaching

My point in this article is a very simple one. We should teach our students about the U.N. Charter. It provides a very useful way of explaining the U.N. to them. It can serve as a springboard for diving into a variety of questions that go far beyond the Charter itself and that are important for the future of the U.N. They include:

- Should the U.N. have its own independent armed forces?
- Should the U.N. have independent war-making power?
- As an example, should the U.N. have a monopoly of nuclear weapons?
- Should the U.N. have more authority?
- What parts of our independence would we be willing to give up for the sake of the U.N.?
- Should the great powers have less influence in the U.N.?
- Should the veto be abolished?
- Should the U.N. be remodelled to reflect the realities of today's world, e.g. so that Germany and Japan have stronger voices in it?
- Should the U.N. represent people rather than governments, and, if so, how?

And so on and so on.

For years, I have advocated that a powerful way to teach history is to introduce students to the primary sources. In a sense, the Charter is one of the primary sources for the study of the U.N. We should display it prominently in our classrooms [the parts quoted here, anyway], and make sure that our students are familiar with it. It will have its due influence in the world only when we all take it to heart. That American delegate back in 1945 had a point.

References

The classic texts on the Charter and the forming of the U.N. are L.M. Goodrich, E. Hambro, & A. P. Simons, *Charter of the United Nations: Commentary and Documents*, [New York: Columbia University Press, 1969]; and R.B. Russell, *A History of the United Nations Charter*, [Washington: The Brookings Institution, 1958]. A Canadian insider's account of the San Francisco Conference is Escott Reid, *On Duty: A Canadian at the Making of the United Nations*, [Toronto: McClelland & Stewart, 1983]. Another insider's story is to be found in Charles Ritchie, *The Siren Years: a Canadian Diplomat Abroad 1937-1945*, [Toronto: 1974]. There are some useful reminiscences in Clyde Sanger [ed.], *Canadians and the United Nations*, [Ottawa: Minister of Supply and Services, 1988]. A reliable and very useful survey is John W. Holmes, *The Shaping of Peace: Canada and the Search for World Order 1953-1957*. See also T.G. Weiss, D.P. Forsythe & R.A. Coate, *The United Nations and Changing World Politics*, [Boulder: Westview Press, 1994].

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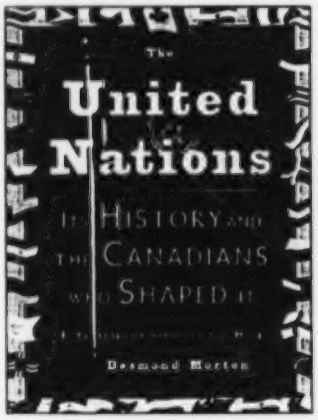

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PROGRAM

8:00 - 8:50	*Registration in the main foyer*
9:00 - 10:00	*Keynote Speaker*
10:00 - 10:30	*Coffee*
10:30 - 11:45	*A.M. Workshops and Sessions (A)*
12:00 - 1:30	*Lunch*
1:30 - 3:00	*P.M. Workshops and Sessions (B)*
3:15 - 4:00	*Annual General Meeting*

Stevie Cameron, Keynote Speaker

"Does Power Corrupt? You Bet it Does!" The author of 1994's hottest book, "On the Take: Crime, Corruption and Greed in the Mulroney Years", Stevie Cameron is widely recognized as the finest investigative reporter of her generation. Frequently in demand as a keynote speaker for audiences across Canada, her MSSTA address and follow-up sessions promise to be both provocative and stimulating.

10:30 - 11:45 Morning Sessions

MS-AE-1 Hands-On/Minds On: School Programs at Manitoba Children's Museum at the Forks - 45 Forks Market Road. Nancy Newman and Staff.
The presentation will provide opportunities to meet the Museum's Interpretative staff, explore the Museum and actually participate in activities from social studies programs. Also included will be the topic, "How to get the most out of a class field trip".
LEVEL: K - 6
LIMIT: 30 participants

MS-AE-2 Social Studies Grade 6, 30,000 Years in 10 Months. Alan Mason, Dieppe School.
A practical approach covering planning, evaluation, use of resources and historical interrelationships between past and present. Hand-outs provided.
LEVEL: Grade 6
LIMIT: 20 participants

MS-AE-3 Project Wild-Manitoba Wildlife Branch. Glen Sugget.
Project Wild is an environmental education program emphasizing wildlife and fisheries. There are over 135 activities in the Project WILD Activity Guide which each participant receives during the day-long workshop. (A French language version is also available.) Sponsored in Canada by the Canadian Wildlife Federation, and in Manitoba by the provincial Wildlife Branch, this innovative program has activities to enhance the teaching of any subject area, including science, language arts, geography, social studies, mathematics, art, and physical education. These popular workshops are usually led by both a wildlife specialist and a teacher, and even those with only a casual interest in fish, wildlife and the environment will find the session informative and enjoyable. (Bring running shoes and dress casually: you may be surprised by what you find yourself doing in a WILD workshop.)
LEVEL: Grades 4 - 8
LIMIT: 25 participants

MS-AE-4 Using Art to Teach Social Studies in the Middle Years. Ann Stünner.
LEVEL: Grades 5 - 8
LIMIT: 25 participants

MS-AE-5 Researching Your School's History. Diane Zak.
Presentation of one's school experience in researching and writing the history - where they looked and what they found.
LEVEL: Grade 6
LIMIT: 25 participants

MS-AJH-1 Ancient Greece in Grade 8 History. Ken Osborne.
A consideration of the teaching of the Ancient Greece component in the Grade 8 History course.
LEVEL: Grade 8
LIMIT: 25 participants

MS-AJH-2 A World Conflict Unit for Grade 7. Mary Brogan.
A world conflict unit for Grade 7.
LEVEL: Grade 7
LIMIT: 25 participants

MS-AJH-3 Resources and Strategies for Junior High Social Studies. Doug Nowicki and Marek Kutka.
LEVEL: Grades 7 - 9
LIMIT: 25 participants

MS-AJH-4 Tolerance. David Lerner and Tom Crew.
A multi-disciplinary unit integrated to all subject areas and many learning styles. Designed to teach racial harmony and values clarification. Session will deal with planning and implementation of unit. Unit makes excellent use of feature films and local resources, as well as showcasing ways that staff from many disciplines can co-operate in planning such events.
LEVEL: Grades 5 - 12
LIMIT: 25 participants

MS-ASH-1 Motivating Students in Geography. Richard Harbeck.
A workshop on motivating students to Deep Learn in geography class.
LEVEL: Grade 10
LIMIT: 25 participants

MS-ASH-2 Introducing Asian Studies in Senior Years. Doug Taylor and Bob Milan.
LEVEL: Grades 10 - 12
LIMIT: 25 participants

MS-ASH-3 Materials for the Social Studies Classroom. Rupert Berensteiner.
An introduction to three instructional packages designed for the high school classroom by Glen Blankenship and William Tinkler: (1) Cultural Reflections, (2) The Geography of Germany, (3) Learning About Our World. Each participant will receive a complete set of these excellent materials published by InterNationes, Germany.
LEVEL: Grades 9 - 12
LIMIT: 25 participants

MS-ASH-4 Brother Can You Spare a Dime? Chris Vogel.
Session will introduce a new edukit entitled "Brother Can You Spare a Dime?" prepared by the Association for Manitoba Archives, authored by John Einarson of St. John's Ravenscourt School. Using the theme of the Great Depression of the 1930's, the kit acquaints students with the nature, research, and interpretation of archival documents. It contains a teacher's guide and facsimile documents in textual, photographic, audio, and video formats. LEVEL: Grade 11
LIMIT: 25 participants

MS-ASH-5 Manitoba's Aboriginal People. Ray Beaumont.
A course developed by Frontier School Division, including unit objectives, lesson plans, a comprehensive teacher's guide, and student handouts. If you wish to know more about the origins and history of the Ojibway, Saulteaux, Anishinabe, Cree, Dene, Dakota, and Métis including the most recent archaeological and linguistic evidence on origins, this may be the session for you.
LEVEL: Grades 10 - 12
LIMIT: 25 participants

MS-ASH-6 Pedology and Geographic Skills. Fred Headon.
We will consider the introduction and the enhancement of a number of skills in geographic learning. Techniques suggested will be based on classroom coverage of a topic with the intent of having the skills be a part of the continuum throughout the remainder of the course. Attendees will have to bring a copy of "Continent of Contrast" and the "Canadian Oxford School Atlas" - 6th edition.
LEVEL: Grade 10
LIMIT: 25 participants

MS-AG-1 Follow Up-Question and Answer to Keynote Address. Stevie Cameron.
LIMIT: 100 participants

MS-AG-2 City Kids and Wheat Pools: Some Aspects of Canadian History. Dr. Ed Rea.
LEVEL: General
LIMIT: 25 participants

MS-AG-3 Issues of Sexuality in the Classroom. Dr. Susan Prentice.
Issues of sexuality in the curriculum and the classroom.
LEVEL: General
LIMIT: 25 participants

1:30 - 3:00 Afternoon Sessions

MS-BE-1 Ojibway Community. Donna Delaronde.
A unit developed to help teachers to teach about modern Ojibway communities in rural and urban Manitoba and Minnesota.
LEVEL: Grade 4
LIMIT: 25 participants

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MS-BE-2 Visiting the Museum. Carol Hibbert.
Tips to help prepare you and your class for a visit to The Manitoba Museum of Man and Nature (or any other museum). This includes observation exercises plus pre and post visit activity suggestions.
LEVEL: K - 6
LIMIT: 25 participants

MS-BE-3 Project Wild-Manitoba Wildlife Branch. Glen Sugget. Repeat of AE-3.

MS-BE-4 Partnerships: Parents, Language Arts Strategies and Crafts for Teaching about Aboriginal Culture. Sheila Spooner and Brenda Clark.
This program was developed for Winnipeg Div. No. 1 schools to enhance Aboriginal programs. A small willow "Dream Catcher" will be produced.
LEVEL: K - 6
LIMIT: 25 participants

MS-BE-5 Using Drama in Social Studies. Liz Coffman.
How drama and dramatic concepts can be utilized in the teaching of social studies in elementary school.
LEVEL: Grades K - 6
LIMIT: 25 participants

MS-BE-6 All the World's a Stage. Josie Audino and Fatima Mota.
This workshop will showcase a variety of artists from the Folk Arts Council giving excerpts of how you can bring the cultures of our global village to your classroom.
LEVEL: K - 6
LIMIT: 25 participants

MS-BE-7 Museum in a Suitcase. Glenda Peterson.
Using museums to teach social studies: The Dugald Costume Museum as an example.
LEVEL: K - 6
LIMIT: 25 participants

MS-BE-8 The Gimli Community - A Teaching Kit. Linda Fortier and Gary Evans.
Back by popular demand, the Community Duo does it again! If you loved going to Glenboro last year at SAG, you will love going to Gimli even better. We have developed a unit about the fishing tourist community that will only make you want more.
LEVEL: Grade 3
LIMIT: 25 participants

MS-BJH-1 Tolerance. David Lerner and Tom Crew. Repeat of MS-AJH-4.

MS-BJH-2 We are Canadians Kit Presentation; Description, Evaluation. Stara Tomasson.
This session will discuss how the dynamic new resource "We Are Canadians", developed by the CRB Foundation. Integration of Multiculturalism , Newspapers in Education, and student evaluations. The package contains 10 snapshots of history, utilizing a variety of print and non-print student resources, teaching materials, as well as all 40 "Heritage Minutes".
LEVEL: Grades 6 and 9
LIMIT: 25 participants

MS-BJH-3 World Geography Computer Program. Tom Dercola. Will be held at Sansome School, 181 Sansome Ave., St. James-Assiniboia.
A computer lab program designed to integrate computer technology into your World Geography program. Break the textbook/worksheet cycle and give your students a hands-on technology experience.
LEVEL: Grade 7 OR 12
LIMIT: 24 participants

MS-BJH-4 Canada Today - 3rd Edition. John Einarson.
A presentation designed to show the changes and improvements in this approved Grade 9 text.
LEVEL: Grade 9
LIMIT: 25 participants

MS-BJH-5 Performance Assessment. Robert Wilson.
A lesson plan designed to involve groups of students in a decision-making activity using information from pictures, newspapers, computers, and videos.
LEVEL: Grade 7
LIMIT: 25 participants

MS-BJH-6 Image and Stereotype. Linda McDowell.
This is a unit developed for the Winnipeg School Division to deal with the idea of stereotype especially as it affects Aboriginal people.
LEVEL: Grade 9
LIMIT: 25 participants

MS-BJH-7 City of Winnipeg Water Conservation Ed. Program. Andrew Weremy.
The presentation will include a description of the City of Winnipeg's Water Conservation and Education Program currently being developed.
LEVEL: Grades 7 - 9
LIMIT: 25 participants

MS-BSH-1 Arctic North. Richard Harbeck.
Resources and strategies. A hands-on workshop that will explore alternative strategies to deal with this unit.
LEVEL: Grade 10
LIMIT: 25 participants

MS-BSH-2 Materials for the Social Studies Classroom. Rupert Berensteiner.
Repeat of MS-ASH-3.

MS-BSH-3 Grade 12 World Issues-An Overview. Murray Nagler and Karl Heyman.
Session will present both a brief overview of the course as taught at Oak Park High School and a specific presentation on two units-Russia and Terrorism.
LEVEL: Grade 12
LIMIT: 25 participants

MS-BSH-4 Western Civilization-Sharing Resources. Brian McKenzie.
A resource and idea-sharing session for this course. Come with your great ideas and resources and share to help you get through the coming year.
LEVEL: Grade 12
LIMIT: 25 participants

MS-BSH-5 Climate and History. Dr. Tim Ball.
In his unique way Dr. Ball will relate the vicissitudes of climate and their impacts on history.
LEVEL: Grades 7 - 12
LIMIT: 25 participants

MS-BSH-6 Canada and the World: An Atlas Resource. Terry Hutcheon.
A demonstration of the uses of this atlas, highlighting its features and how best to use it in a variety of classroom settings.
LEVEL: Grades 7 - 12
LIMIT: 25 participants

MS-BSH-7 Teaching Strategies for Mixed Groupings in Social Studies. Paul LaPorte.
How resource-based learning along with co-operative learning strategies can be used in high school social studies classes.
LEVEL: Grades 10 - 12
LIMIT: 25 participants

MS-BG-1 Where Does Money Go? Not Necessarily Where You Think! Stevie Cameron.
An analysis of how politicians acquire money from various and numerous sources that ends up in various and numerous places.
LEVEL: General
LIMIT: 25 participants

MS-BG-2 International Money Markets and Their Role in the Economy. Dr. Norman Rothon.
LEVEL: General
LIMIT: 25 participants

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MS-BG-3 Incorporating Aboriginal Peoples into History Teaching. Professor Laura Fitznor.
LEVEL: General
LIMIT: 25 participants

MS-BG-4 The Invisible Farmer: Women and Food Security in Africa. Ms Friederike Knabe.
Despite increases in local food production, chronic malnutrition faces 700 million people today. "Food security" has become a major topic when discussing world issues such as poverty alleviation, population growth, etc. in the classroom. The presentation will include the discussion of specific projects in Africa where rural people have developed local solutions.
LEVEL: General
LIMIT: 25 participants

MS-BG-5 Terrorism. Dr. O. P. St. John.
International Terrorism in the 1990's.
LEVEL: General
LIMIT: 25 participants

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2. There's a good mix of sessions
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